

ABSTRAK

A. Ahmad Ridha, 111514153042. Efektivitas Strategi *Keyword Mnemonic* untuk Meningkatkan *Vocabulary Acquisition* dan *Vocabulary Retention* Matematika pada Siswa *Slow Learner*. Master Tesis. Fakultas Psikologi, Universitas Airlangga. Surabaya. 2018.

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Karakteristik *slow learner* yang dimiliki siswa memengaruhi kemampuannya dalam memahami konsep-konsep/informasi spesifik seperti pemahaman terhadap konsep dasar matematika. Hal tersebut berdampak negatif pada kurang berkembangnya kosakata siswa *slow learner*. Penelitian ini bertujuan untuk mengetahui efektivitas strategi *keyword mnemonic* dalam meningkatkan *vocabulary acquisition* dan *vocabulary retention* matematika pada siswa dengan *slow learner*. Strategi *keyword mnemonic* merupakan strategi yang berupaya menghubungkan antara informasi yang akan diajarkan kepada siswa dengan informasi yang sudah diketahui siswa. Informasi yang telah diketahui siswa berfungsi sebagai *keyword* yang membantu siswa mengingat informasi baru yang diajarkannya.

Desain penelitian yang digunakan adalah *multiple-baseline design across subject* pada tiga orang siswa SMP yang mengalami *slow learner* dengan rentang usia 12-15 tahun. Intervensi yang diberikan kepada subjek berupa pengajaran kosakata dengan strategi *keyword mnemonic*. Teknik pengumpulan data menggunakan *vocabulary assessment* dengan reliabilitas 0,849 α yang mengukur *vocabulary acquisition* dan *vocabulary retention*. Data penelitian dianalisis secara deskriptif tentang perubahan yang terjadi pada masing-masing subjek penelitian dan menggunakan analisis statistik *the wilcoxon t test*.

Hasil analisis deskriptif menunjukkan bahwa *vocabulary acquisition* dan *vocabulary retention* matematika siswa *slow learner* dapat ditingkatkan melalui intervensi strategi *keyword mnemonic*. Sementara itu, hasil analisis statistik menunjukkan bahwa strategi *keyword mnemonic* efektif dalam meningkatkan *vocabulary acquisition* dan *vocabulary retention* matematika siswa dengan *slow learner*. Penelitian ini menjadi dasar dalam mengembangkan keterampilan matematika siswa *slow learner* yang lebih kompleks.

Kata Kunci: Strategi *keyword mnemonic*, *vocabulary acquisition* matematika, *vocabulary retention* matematika, *slow learner*

ABSTRACT

A. Ahmad Ridha, 111514153042. Effectiveness of Mnemonic Keyword Strategy to Increase Vocabulary Acquisition and Vocabulary Retention Math to Slow Learner Students. Master of Thesis. Faculty of Psychology. Airlangga University. Surabaya. 2018.

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The slow learner characteristic of the students influences the ability to understand specific concepts/information such as understanding the basic concepts of mathematics. This has a negative impact on the lack of slow learner students' vocabulary. This study aims to determine the effectiveness of keyword mnemonic strategies in improving vocabulary acquisition and vocabulary retention of mathematics in students with slow learner. Mnemonic keyword strategy is a strategy that seeks to connect between information that will be taught to students with information already known to students. The information that the student has known serves as a keyword that helps students remember the new information they are teaching.

The research design used was multiple baseline design across subjects in three junior high school students who experienced slow learner with an age range of 12-15 years. Intervention given to the subject of teaching vocabulary with keyword mnemonic strategy. Data collection techniques used a vocabulary assessment with a reliability of 0.849 α that measured vocabulary acquisition and vocabulary retention. The research data were analyzed descriptively about the changes that occurred in each research subject and using statistical analysis of the wilcoxon t test.

The results of descriptive analysis show that vocabulary acquisition and vocabulary retention of slow learner mathematics students can be improved through the intervention of mnemonic keyword strategy. Meanwhile, statistical analysis results show that mnemonic keyword strategy is effective in improving vocabulary acquisition and vocabulary retention of mathematics of students with slow learner. This research becomes the basis for developing more complex mathematical skills of students with slow learner.

Keywords: Keyword mnemonic strategy, vocabulary acquisition mathematics, vocabulary retention mathematics, slow learner